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THE LIBRARY  
ST. THOMAS COLLEGE  
SCRANTON, PA.

# The Catholic Library World

OFFICIAL ORGAN OF  
THE CATHOLIC LIBRARY ASSOCIATION

VOLUME 6

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No. 2

## CONSTITUTION AND BY-LAWS OF THE CATHOLIC LIBRARY ASSOCIATION

### Preamble.

The purpose of this organization shall be to initiate, foster and encourage any movement directed toward the progress of Catholic library work.

### Name.

The name of this organization shall be the Catholic Library Association.

### Membership.

All interested in the purposes of the Catholic Library Association shall be eligible for membership. The annual dues for institutional membership shall be five dollars, and for individual membership two dollars; these dues to include a subscription to the official organ of the Association.

### Officers.

The officers of the organization shall be a president, a vice-president, a secretary, and a treasurer. Their terms of office shall be for one year.

### Executive Committee.

There shall be elected from the membership at the annual meeting of the organization six members who shall concur with the president in the formulation of plans and in the decision of all purposes and procedure of the organization. Two members shall be elected for one year, two members for two years, and two members for three years. These six members together with the president of the Catholic Library Association shall constitute an executive committee.

### Meeting.

The annual meeting of the Catholic Library Association shall be held in concurrence with the Annual Convention of the National Catholic Education Association when feasible.

### Amendment.

Any amendment to the constitution shall be submitted in writing to the secretary thirty days previous to the annual meeting and by him proposed to the members of the Association. The proposed amendments shall become part of the constitution if it is approved by a two-thirds majority of the members present. Voting on amendments to the constitution shall be by secret ballot.

### Elections.

The officers of the Catholic Library Association and the members of the Executive Committee shall be elected at the annual meeting of the organization.

### Nominating Committee.

The nominating committee, composed of three

members, not officers, shall be appointed from the floor at the first session of the annual meeting.

### Duties of Officers.

**President:** It shall be the duty of the president to preside over the annual business meeting of the Catholic Library Association or any special meeting which the Executive Committee deems expedient to order; to name those who are to serve on committees when directed to do so by a majority vote of the members; to represent and stand for the Catholic Library Association, declaring its will and in all things obeying its commands.

**Vice-president:** The vice-president shall discharge the duties of the president in the latter's absence.

**Secretary:** It shall be the secretary's duty to keep minutes of all the meetings of the Catholic Library Association; to note the names of the members present at the meetings; to keep on file a record of all activities of the organization, such as regional meetings, etc.; and to dispatch all correspondence exactly by the demands of courtesy or business expedience.

**Regional Secretaries** shall assume the duties for the Regional conferences.

**Treasurer:** The treasurer shall receive all moneys payable to the Library Association, and shall draw a draft on all contracted bills upon the approval of the Executive Committee, and shall submit a financial statement of the funds of the Association semi-annually, one at the annual conference and one at the mid-winter conference. He shall have these statements published in the official organ of the Association.

### Regional Meetings.

Stated meetings shall be held by the regional conferences of the Association annually.

### Committees.

All committees shall be appointed by the President unless other provision for their appointment is made by a majority of the members present, and voting at the annual meeting.

### Activities.

All activities conducted under the auspices of the Catholic Library Association shall be under the supervision and jurisdiction of the Executive Committee.

### Expenditures and Appropriations.

All expenditures or appropriations of money must be ordered and approved by the Executive Committee in advance of commitment.

### Publications.

The official organ of the Catholic Library Association shall be known as the "Catholic Library World."

## The Catholic Library World

Issued on the 15th of each month, except July and August.

John M. O'Loughlin  
Editor

Address all communications to the editor, Boston College Library,  
Chestnut Hill, Mass.

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at Boston, Mass., under the Act of March 3, 1879.

### VOLUNTEERS WANTED!

The daily papers frequently contain accounts of the self-sacrifice manifested by individuals who have volunteered blood transfusions in order to save the life of some poor creature. Very often such a transfusion has given that broken frame of what was once a healthy body renewed life and resistance. The crisis passes and gradually strength is regained. After a period of convalescence a new man again takes his place in society.

The life of the *Catholic Periodical Index* hangs in the balance. Volunteers are needed to supply the transfusion of added subscribers. If the proper person in each Catholic educational institution were approached and given an intelligent explanation of what the *Index* is, the subscription list would be so large that a profit would result from its publication. This assertion may sound like the pre-election forecast of the anxious politician whose last resort is the well-worn psychology of making the people believe they are voting for a winner. There is little psychology necessary in selling the *C.P.I.* Either it is or it is not worth the money. A careful analysis of the *Index* will bring to light ever so many phases of help which are hidden within its pages. For this reason the *WORLD* has contained articles for some months past suggesting the various ways in which the *Index* can be put to work effectively. Armed with these data a volunteer would have no difficulty in persuading a Superior that the *C.P.I.* is a scholarly reference tool without which no Catholic educational institution is complete. Volunteers are needed to effect the transfusion of new subscribers. Meanwhile the *Index* is holding its own. The *C.P.I.* is the victim of "apathetic anemia." It is up to us to give it the needed blood of new subscribers.

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### SIGNS OF THE TIMES

Now that classes have been resumed and enrollment difficulties have been ironed out there is apparent an enlivened interest in the C.L.A. Letters of inquiry about this and that have begun to occupy the editor's attention. Short notes written with the reserve of a shy maiden request information about membership in our organization. And these queries come sometimes from such remote sections of the country that there is the natural conjecture as to how these interested individuals have come to a knowledge of the C.L.A. Herein lies encouragement, for every inquiry of this

nature is but a repeated assurance that apostles of good will are effectively spreading the gospel of the constructive work the Association is attempting to do. There is no doubt that the C.L.A. is becoming better known and appreciated every day. This is an indication of growth, rugged growth, due to a great extent to the merits of the organization itself, prefaced of course by the salesmanship of those loyal members who never lose sight of a chance to bring others into our Association.

The Catholic educational world is slowly becoming library-minded. There are evidences of this on every side. Superiors of institutions are beginning to see the need of library training for those charged with the responsibility of directing the efficient operation of their respective libraries. In another column there is mention of three Religious having enrolled at a large library school. There is an encouraging ray of hope in this one item for it is indicative of the trend to library-mindedness on the part of those in whose hands the future of Catholic library development rests. A few days ago the editor received a letter from the superintendent of schools in one of the large archdioceses. A request was made for 130 copies of back numbers of the *WORLD* in order that they might do missionary work among the schools and bring the Superiors to a realization of how important a part the library plays in a well-rounded Catholic education. Here is a fertile field which is to be systematically sown by a prominent Church official because he is convinced that Catholic library development is necessary in his schools, and more than that, that this development can only be effected through the C.L.A. The seed is our monthly organ which has many times before borne rich harvests in new members. And the harvest will continue to grow in quality and quantity as long as old members and new members concern themselves with bringing knowledge of the C.L.A. to those hundreds of eligibles simply waiting to be asked to join us.

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### The October Catholic Historical Review

Two members of the C.L.A. have contributed articles to the *October Catholic Historical Review* which are both interesting and informative. The first, "A Thesis on Heredity," is an erudite review of Sir Flinders Petrie's work, *Seventy Years in Archaeology*, written by Very Rev. Msgr. Henri Hyvernât, famous Orientalist. Since 1887 Msgr. Hyvernât has been associated with the Catholic University of America, and is at present head of the Department of Semitic and Egyptian Languages and Literatures. Dr. Hyvernât is keenly interested in the progress of the C.L.A., and he is one of the first to submit his dues each year.

Mr. Eugene P. Willging, librarian of St. Thomas College, Scranton, has assembled instructive data which he embodies in his article, "The Catholic Directories." The author traces the development of the various Catholic directories in this country and lists biographical sketches of individuals whose efforts played no small part in Catholic Church history in the United States. It is well to note that all directories described (with two exceptions) are located in the John K. Mullen Library of Catholic University. Mr. Willging submitted to the editor of the *WORLD* some time ago a list of incunabula shelved in the same library. This enviable collection will be published in our monthly as soon as possible.



## THE RECREATIONAL READING OF COLLEGE STUDENTS

By SISTER MARY DE LOURDES

*Librarian, Briar Cliff College, Sioux City, Iowa*

Today, the college student is occupied as never before. To counteract the effects of his over-activity, today, more than ever before, he needs recreational reading.

Of course, this accelerated tempo is a part of the age in which we live, but when the average freshman enters college, he has placed upon him an additional mental strain, and a heavy social demand. There is no opportunity for him to relax, no time for him to learn to think his own thoughts.

Henry Seidel Canby, editor of the *Saturday Review of Literature*, says <sup>(1)</sup> that over-active, thyroidish people have existed in every age, but that "the generation living in the past thirty years has been subjected to such a speeding-up as the body has never had to endure before." He remarks that man is an adaptable animal, but adds, "Can he stand the strain?" Among antidotes, he offers none more promising than literature.

As our college student goes on into his junior and senior years, he begins to specialize, to concentrate upon some phase of work which is likely to crowd out other interests, and to consume his time and energy. He needs to plan for himself a program which will keep alive his enthusiasm for other pursuits, complement his one-line type of work, and give him a balanced mental equipment. Here again, one resource is literature. Through reading, he can derive a vicarious pleasure from books on travel and adventure, meet great men and do great deeds, all in the seclusion of his own room, and then come back to his specialized work with increased enthusiasm and a more alert mind.

During these years, while he is at work, and especially while he is at play, he is, consciously or unconsciously, developing habits and attitudes which not only influence his present, but also determine his future. Of these, the reading habit is one of the most worth while, for it will last throughout life, proving to be a relaxation, an "escape," a source of consolation and joy. Further, his reading will, to a very great extent, influence his outlook, and this view of the universe will affect his conduct.

Sir John Herschel, German astronomer and philosopher of the nineteenth century, gives this estimate of the reading habit: "Were I to pray for a taste that should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me during life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading. Give a man this taste and the means of gratifying it, and you can hardly fail of making him a happy man . . . You place him in contact with the best society in every

period of history — with the wisest, the wittiest, the tenderest, the bravest, and the purest characters who have adorned humanity. You make him a denizen of all nations, a contemporary of all ages. The world has been created for him."

If it is true that the greater part of a man's education lies in that which he gives himself, the student has gone far toward educating himself, by cultivating a taste for good reading.

Granted, then, that the reading habit is an asset, how much time does the average college student give to recreational reading? A survey of the situation made in 1930, <sup>(2)</sup> to determine how the college freshman uses his time, showed that of a group of eighty-five students, only about one-third of the group devoted any appreciable amount of time to extra-class reading; that the average student gave approximately one hour of each day to recreation, and wasted forty-five minutes.

A similar investigation <sup>(3)</sup> was made at the University of Arkansas, where one hundred ninety students, from the colleges of agriculture, arts and sciences, and education were interviewed. It was found that of the total number of hours devoted to reading and study, only twenty-six per cent was utilized for all types of voluntary reading.

The most thorough investigation, of which a record was found, was carried on at the Eastern Illinois State Teachers' College, <sup>(4)</sup> where, in 1929, a study was made of the reading interests of freshmen in a teachers' college. Unsigned papers handed in by sixty-six men and one hundred seventy-four women revealed that "Many of the freshmen did very little reading during 1929. Aside from reading connected with school work, more than one-sixth of them read no books; one seventeenth read no magazines regularly, and some of this number did not read magazines even occasionally; one-third did not read a daily newspaper regularly."

The same information was gathered, when, recently, the question, "What does the college girl read?" was put to our junior college group. The answers ranged from "Nothing" to "Everything," but the substance of the greater number was, "Very little. No time."

Although the samplings given are too small to prove anything, they indicate that the average college student reads but little; that in his crowded day, there is no time for reading. Yet, if one really wants to read, he will find time for it; but he must have a desire before he will make time.

If his reading is to afford him as much pleasure as a moving picture or a ball game, it must make an ap-

<sup>2</sup>"How Does the College Freshman Use His Time?" by B. E. R. Catholic School Interests. March, 1930. p. 472-74.

<sup>3</sup>"Optional and Required Readings of College Students," by J. R. Gerberich and Charles Jones. School and Society. v. 38. p. 93-6. July 15, 1933.

<sup>4</sup>"Reading Interests of Freshmen in a Teachers' College," by Emma Reinhardt. Teachers' College Journal. 2:57-63. November, 1930.

<sup>1</sup>Saturday Review of Literature. September 30, 1933. p. 144.

peal to his interests as strong as does the picture or the game. What are these interests?

We know that at one period of the girl's life, the doll is all attractive; afterwards, it is cast aside. The boy passes through the pirate-stage; later, he becomes the staunch member of a gang. These child-interests have been carefully studied, then taken up by our present day writers, with the result that there has been a complete revolution in the format and content of children's books.

Several studies have been made, also, of the tendencies of the high school age, with a view to readjusting courses of study, and of recasting high school reading lists.

But what of the college student? Are there no interests peculiar to his age? Are there no types of literature which appeal to him more than others? There are approved lists, it is true, but are these based upon a real knowledge of the nature of the college student, or are they only lists of what we think should be read?

In an article, "The College Student's Reading,"<sup>5</sup> Mary K. Reely holds that there are two basic interests which appeal to college students: themselves, and the world in which they are going to live. This is a significant statement, but too broad for working purposes. If we are thoroughly to know our readers, we must come down to something more specific.

According to the study of the "Reading Interests of Freshmen in a Teachers' College," referred to above, "The character of the material which students read was only fair. Their choice of books was limited almost exclusively to light fiction. They read few magazines generally regarded as having high value. Women's magazines and farm magazines comprised a large share of their reading . . . . So far as newspaper reading was concerned, students seemed especially interested in the sport news and in the comic strips. Probably most of the students gave more attention to local news than to national and international news. Although a number of students mentioned the front page of the newspaper which they read, either second or third, the front page of many of the local papers they listed, is devoted chiefly to local affairs."

A careful inquiry would no doubt reveal that there are certain definite interests common to the college age, that is, ordinarily speaking, the period of later adolescence. Why not utilize these powerful factors? Based, as they are, upon fundamental tendencies, they are bound by their very nature to have a powerful appeal; centering on some activity, they urge one on to a well defined course of action; they are the result of one's life-conduct, and they, in turn, exert an influence upon conduct. When writers base their works upon these fundamental interests, we say their books have a human appeal; it is this human element which has made the great books of all ages really great.

<sup>5</sup>"The College Student's Reading," by Mary K. Reely. *Wilson Bulletin*. 5: 445-9. March, 1931.

When our own junior college group was asked, "What does the college girl read?" the answers were an indication not only of the quantity of their reading, but also of the quality. The greater number of them prefer fiction — fiction that is not too heavy, but clean, and emphatically, fiction in which the characters and situations are true to life. Few of them read material of the "True Story" type; they feel that they have outgrown that stage, and find it impossible and disgusting. Religious literature comes far down the list of preferred types, nevertheless, Dudley's works are the most widely circulated books on the campus. A number of them have read, and really enjoyed "Shadows on the Rock," "Magnificat," and "A Watch in the Night," which seems to point to the fact that young people will read books with a religious atmosphere, if these are put up in an attractive form.

If our students read so little, is it, perhaps, because we do not supply them with the proper material?

As far as can be learned, then, little has been done to determine the reading interests of the college student. And yet, this is a matter upon which we cannot afford to conjecture. Our part must be to discover, by careful study, if any types of literature are especially appealing to the college age. If so, books which satisfy worthy interests should be put on our library shelves. We may find that some of the students' interests are undesirable. Then our task will be a more difficult one: that of creating in them, new and better interests, or of directing undesirable ones into new channels.

Perhaps we shall find that there are not many suitable books published. But we know that writers cater to the tastes of their readers. By creating a demand for certain types of literature, we can influence present day writers to publish the kind of books we want.

In our crusade for better reading and better readers, a great share of the work falls upon the teachers. They should know what types of literature appeal to college students as a class; they should strive to learn what types appeal to each one individually. They must themselves read widely: they must make themselves familiar with the old, time-approved literature; they must be on the alert for new material. In short, they must be equipped to recommend suitable reading matter, both directly and indirectly.

And then, we librarians can do our bit. We, too, must learn to know students and books, and with this knowledge at hand, we must fill our shelves with suitable material. We must co-operate with the instructors, and try to establish a personal contact with the students. We must stimulate our readers, and support our good, present day writers. At one time, we must advise; at another, encourage, in order to help our young people to form a habit which will be at once a source of lasting benefit and deep enjoyment.

From the small number of studies which have been made of the recreational reading of the college student, no conclusive statement can be made regarding



what he reads, or how, or why. The aim of this paper is to indicate that there is here an open field for research. The findings of a study of this kind probably would be enlightening; certainly would be helpful to the teacher, the librarian, and most of all, to the busy college student.

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### SPEAKING OF CODES

As Mrs. Barbara Cowles has broached the question: "Shall Librarians Have a Code?" (Lib. Journal, v. 59, No. 1, p. 5) we offer the following as a suggestion to those who reply in the affirmative.

AAA	Attract All Ages (to the library)
CCC	Children's Cozy Corner!
CCC	Control Circulation Costs
CSB	Censor Salacious Books
CWA	Cull Worthless Accumulations
ECNR	Eagerly Counsel New Readers
ECPE	Expert Checking Prevents Errors
FACA	File All Clippings Alphabetically (by subject)
FCA	File Cards Accurately
FCT	Feature Current Topics
FDIC	Find Deficiencies in Catalog
FESB	Firmly Evict Soiled Books
FERA	Furnish Efficient Reference Aids
FHC	Furnish Help Courteously
FHOLC	Fill Holes of Library's Classes
FSHC	Found Story Hour Classes
FSRC	Find Short Routine Cuts
NEC	Never Encourage Cribbing
NIRA	Novel Ideas Rouse Attention
NLB	Neat Library Books!
NRA	NEW READERS ALWAYS
PAB	Prepare Ample Bibliographies
PRA	Prompt Reference Assistants!
PWA	Publish Weekly Additions
SAB	Satisfy All Borrowers
TVA	Treasure Visual Aids

PLACIDUS S. KEMPF, O.S.B.,  
Librarian,  
Abbey Library, St. Meinrad, Ind.

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### C. P. I. AS AN AID TO CATHOLIC EDUCATION WEEK

Hand in hand with the desire for amusement and superficiality are the outstanding characteristics of our young people today, speed and sophistication. Much as we deplore the situation it is not beyond our power to try to overcome it by socializing our methods of study and by making a better use of all the available resources at our disposal. One of these is the library method. I think it no over statement to say that without definite requirements the average student will not go beyond the text, the dictionary (?) and (probably) the encyclopedia. Even aside from the cultural consideration, there are many reasons why students' interest should be capitalized by further reading.

The greater amount of leisure time now on our

hands makes it necessary for the school to direct the student's attention to his responsibility for its use. The development of the critical habit is another objective. If the student leaves school willing to accept anything in print as truth, he is not likely to change his attitude after graduation.

Teachers have a grave duty to stimulate in their students a laudable pride in personal achievement and this can be done in no better way than by providing for the student ways and means of self help, independent thinking, and the ability to draw logical conclusions.

Inducements based on compulsion, and those which have a penalty attached are useful and often absolutely necessary. But I prefer to draw attention to the stimuli to voluntary, collateral reading. These are more elusive, probably, but they will be found to be more effective and lasting. The easiest way to make this method attractive is by a comparison of sources. This brings me to the point I am trying to make, namely, that Catholic teachers have an opportunity, denied them in the past, of finding all available magazine material indexed by author, title and subject in the *Catholic Periodical Index*.

#### C. P. I. in the Class Room

Now, for the C. P. I. assignment. *Catholic Education Week* seemed a fitting time to put my students to work on Catholic magazines.

We used the daily outline distributed to all Catholic Schools from the N. C. W. C. headquarters at Washington. Each day was devoted to oral and written reports on the subject assigned for that day. We used the material collected by the student from the C. P. I. The class divided into groups, each selecting its own general subject. The individual students checked the C. P. I. articles which seemed most likely to give the information needed for subject under study. In this way several phases of a subject were read, discussed and finally arranged in the form of a symposium. The novelty of the procedure gave it a strong appeal and drew from the students both surprise and pleasure at their facility in the use of this indispensable tool. Then, too, the satisfaction of having actually discovered a hidden piece of information on a given topic referred to in the *Index*, changed the attitude of many students towards the use of the library in general.

I am appending part of a sample problem to illustrate the point I want to make, namely, that it is both necessary and possible for High School Seniors to use our Catholic magazines. Two other members of our faculty are using the C. P. I. in the Latin, Science and History Departments. I hope you will find room for this one, as well as for others (in later issues of the *WORLD*). I believe we shall increase the demand for the C. P. I. when enough of us have demonstrated our willingness to translate our theory regarding its usefulness into actual practice. Isn't this a good way to lend our moral support to the Catholic Press?

# SYMPOSIUM FOR CATHOLIC EDUCATION WEEK

## Material Found in the C. P. I.

### MONDAY

#### Education in General

1. Heseltine, G. C.  
Modernity in Education  
*America*, 46:83, Oct. 31, 1931.
2. Lynch, F.  
Education all at Sea  
*Commonweal*, 12:591, May 20, 1931.
3. Johnston, L.  
Not a New Woman  
*Truth*, 35:5-8, Jan., 1931.
4. Sauer, Brother G. N.  
Problems of Home Work in the Elementary Grades  
*Nat. Cath. Ed. Ass. Proc.* 1931, 511-15.

### TUESDAY

#### Catholic Press

1. O'Sullivan, J. J.  
Catholic Journalism  
*Commonweal*, 13:525, Mar. 11, 1931.
  2. Editorial  
Needs of Catholic Literature  
*Truth*, 35:32, Jan., 1931.
  3. Parsons, Wilfred, S.J.  
Problems of a Catholic Editor  
*America*, 45:197-8 Je. 6, 1931.
  4. O'Brien, W. D.  
Catholic Reading  
*Extension* 26:6 Dec., 1931.
- Each day of the week was given over to a different subject.

Very sincerely yours,  
MOTHER MARY AGATHA, O.S.U.,  
Librarian.

Ursuline Academy, Wilmington, Del.

## NEW BOOKS

### CATHOLIC BOOK CLUB

#### October Selection

Undset, Sigrid. *Stages on the Road*. New York: Knopf. \$2.75.

The voice of Sigrid Undset again commands attention through the pages of her latest book. In various periodicals she has discussed her opinions as a woman and her beliefs as a Catholic. *Stages on the Road* contains some of the longer expositions of her convictions. In this book she writes as a champion of Catholic thought and lays open her mind frankly as an apologist. There are also brief biographies of Ramon Lull, St. Angela Merici, Fr. Robert Southwell and Margaret Clitherow—all radiating the inspiring touch of Sigrid Undset's pen.

### SPIRITUAL BOOK ASSOCIATES

#### October Selection

Patterson, Frances Taylor. *White Wampum: The Story of Kateri Tekakwitha*. New York: Longmans. \$2.

The spiritual romance of the saintly maiden of the Mohawk valley, splendidly related against a background of the Indian life of the seventeenth century disclosing the harrowing conditions surrounding the French Jesuit missionaries who were her guides.

### Philosophy and Religion

Blunt, Rev. Hugh Francis, LL.D. Editor. *Readings from Cardinal O'Connell*. Introduction by the Editor. 8 vo. New York: Appleton-Century. \$2.

This anthology from the ten published volumes of addresses and sermons of the Archbishop of Boston consists of eighty selections of enduring value on religious subjects and such others as education, culture, poetry, music, and patriotism.

Danemarie, Jeanne. *The Mystery of Stigmata: From Catherine Emmerich to Theresa Neumann*. Translated from the French by Warre D. Wells. With an Epilogue by Georges Goyau. Crown 8 vo. London: Burns, Oates & Washbourne. 5 s.

The sister of M. Henri Bordeaux, of the French Academy, gives the edifying results of her study of the cases of these two celebrated stigmatists, quoting widely from scientists and theologians.

Grennan, Margaret R., A.B. *The Heart of Newman's Apologia*. Introduction by Dr. Joseph J. Reilly. Index. New York: Longmans. \$1.25.

Selections from each of the seven parts of the *Apologia* of the material of more permanent interest, together with the correspondence between Newman and Kingsley and the Cardinal's famous reflections.

McCarthy, Rev. Raphael C., S.J., Ph.D. *Training the Adolescent*. Preface by Rev. Joseph Husslein, S.J. xx and 298 pp. Index. Suggested Readings. Milwaukee: Bruce. \$2.

The first text-book in the psychology of adolescence by an English-speaking Catholic author, this important book is the work of the head of the department of psychology at St. Louis University, and deserves a place in the home and the rectory as well as in the Catholic college.

Messenger, Rev. E. C., D.D. *Rome and Reunion*. A Collection of Papal Documents. Cr. 8 vo. London: Burns, Oates & Washbourne. 3 s. 6 d.

The most important pronouncements by recent Popes on the question of reunion among the Christian Churches are given herein, with the necessary notes and commentary, and they provide splendid enlightenment on the unique position of the Catholic Church in regard to reunion.

Sheen, Very Rev. Msgr. Fulton J., Ph.D. *Philosophy of Science*. 200 pp. Milwaukee: Bruce. \$2.75.

An essay of distinct importance as clarifying the relationships between the physical sciences and the higher science which applies philosophical principles to the facts of natural science.

Webb, Geoffrey. *The Liturgical Altar*. Introduction by Very Rev. Bede Jarrett, O.P. 112 pp. Illustrated. London: Washbourne and Bogan. 5 s.

A useful collection of the regulations of the Church concerning the construction and decoration of the setting for the liturgy; it is enriched by historical explanations of the prescribed usages.

Zema, Rev. Demetrius, S.J. *The Thoughtlessness of Modern Thought*. New York: Fordham University Press. \$1.25.

An invigorating refutation of modern philosophies of life.

### Social Science

Hollis, Christopher. *The Breakdown of Money: An Historical Outline*. Cr. 8 vo. 208 pp. New York: Sheed. \$1.50.

Writing as an historian, this prominent Catholic author of England makes clear for the average layman the role of money in international affairs.

Lane, Rev. Francis J. *Twelve Years in a Reformatory*. Elmira, New York: The Elmira Reformatory.

A prison chaplain's record of his busy years, the first part describing the activities he has organized among his charges, and the second containing communications from men who have finished their terms.

### Science

O'Brien, John D., M.D., B.S. *A Manual of Nervous and Mental Diseases for Students in Schools of Nursing*. St. Louis: Herder. \$1.50.

Valuable lectures given to nurses by the neuro-psychiatrist of Mercy Hospital, Canton, Ohio, and author of "Outline of Psychiatry."

### History

Baisnée, Rev. Jules A. *France and the Establishment of the American Catholic Hierarchy. The Myth of French Intervention. (1783-1784.)* Baltimore: The Johns Hopkins Press. \$2.50.

A scholarly review of the documents in the case of the establishment of the American hierarchy, exonerating the French authorities of the interference generally attributed to them.

Bertrand, Louis, and Petrie, Sir Charles. *A History of Spain*. 8 vo. New York: Appleton-Century. \$4.

An unsurpassed single-volume history of Spain, this work extends from the Moorish invasion to the present, giving ample treatment to Spain in the New World, and proceeding with fidelity to truth and warmth of style.

Bolton, Herbert Eugene, Translator and Editor. *Font's Complete Diary: A Chronicle of the Founding of San Francisco*. Berkeley: University of California Press. \$4.

The engaging annals of the founding of San Francisco as kept by the versatile Franciscan, Fray Pedro Font, are here felicitously translated by a thorough and sympathetic student of Spanish-American history.

Hughes, Rev. Philip. *A History of the Church*. Vol. I. The World in Which It Was Founded — to A.D. 711. Demy 8 vo. 540 pp. Index. Four Charts. New York: Sheed. \$3.50.

To be followed by two other volumes—"The World the Church Created" and "The World's Revolt Against the Church"—this book is superior as treating the period it covers in a new and interesting manner, and as taking into account the latest researches of scholars of repute.

Mellor, Captain F. H. *The Papal Forces*. Cr. 8 vo. Illustrated. London: Burns, Oates & Washbourne. 2 s.

An excellent little work packed with significant and authentic material, historical as well as technical, concerning the papal soldiery.

Nevils, Rev. Coleman, S.J. *Miniatures of Georgetown, 1643 to 1934*. Index. Washington, D. C.: Georgetown University Press. Limited Edition. \$5.

A survey, largely from manuscript records, of the first American Catholic College, written in sparkling style by the present president.

#### Biography

Buzy, Very Rev. Denis. *Life of St. John the Baptist*. Freely adapted with additional matter by Rev. John M. T. Barton, D.D. Demy 8 vo. Indices. London: Burns, Oates & Washbourne. 7 s. 6 d.

Père Buzy's standard biography has been improved by the omission of some controversial matter and the addition of information resulting from studies that have appeared since the last French edition twelve years ago.

Hughes, Rev. Henry Louis, B.A., D. Litt. *Maria Mazzarello*. The Life and Times of the first Mother General of the Daughters of Our Lady, Help of Christians. 12 mo. 161 pp. Illustrated. St. Louis: Herder. \$1.25.

An excellent sketch of the sturdy Italian peasant woman whom Don Bosco chose as the first superior of the order he founded to carry on among girls the work which his Salesian Fathers were doing for boys.

Joergensen, Johannes. *Don Bosco*. Cr. 8 vo. London: Burns, Oates & Washbourne. 5 s.

At the request of the Salesians of Turin this life of their recently canonized founder has been vividly written by the distinguished Danish convert and biographer of St. Francis of Assisi.

Noyes, Alfred. *The Unknown God*. Large cr. 8 vo. 320 pp. New York: Sheed. \$2.50.

The spiritual autobiography, strikingly individual, of the distinguished poet whose arduous reading and incessant searching into the mystery of beauty culminated in his conversion to Catholicity.

Snead-Cox, J. G. *Life of Cardinal Vaughan*. Abridged Edition. Cr. 8 vo. London: Burns, Oates & Washbourne. 5 s.

The first popular abridged edition of the two-volume biography which appeared in 1910, this book gives a satisfying portrait of the virile churchman who contributed so heavily to the struggling Catholic Church in England.

#### Fiction

Bazin, Rene. *The King of the Archers*. Translated by Mary Russell. New York: Macmillan. \$3.

A memorable story by the late M. Bazin, characteristic in that it is set in French Flanders and is permeated with Catholic tradition.

Carroll, Rev. Patrick J., C.S.C. *The Bog*. Notre Dame, Indiana: Ave Maria. \$1.50.

This story growing out of the Irish Rebellion of 1916 is written by the new editor of *The Ave Maria*.

Espina, Concha. *The Woman and the Sea*. Translated by Terrell Louise Tatum. New York: R. D. Henkle. \$2.50.

The July selection of the Catholic Book Club is this story of Spain's foremost woman novelist in which the central character, a willful girl, makes a distinct impression.

McGoldrick, Rita C. *The Corduroy Trail*. Illustrations by Paul Brown. New York: Doubleday. \$1.75.

The first story of the author, noted for her work in protecting young people from unclean films, this tale of adventure in northern Wisconsin is calculated to please amply the growing boys and girls for whom it is written.

After ten years of preparation and with an expenditure of \$1,300,000, the G. & C. Merriam Company has issued a revised edition of the *New Webster Dictionary*. In this great reference tool without which no library is complete, the labor of 250 editors and editorial writers is involved.

## CLASSIFICATION IN MEDIEVAL LIBRARIES

JEANNETTE J. MURPHY

For many years, the tradition of the contribution of the monastic library to the "re-awakening" and "enlightenment" has been familiar to every school boy, even among those for whom Middle Ages and Dark Ages, Scholasticism and Superstition, are still synonymous, but little has been written to inform us as to the means used by the curators of these treasure houses for the distribution of their treasures to their reading public. Had these "servants of the servants of God," whom we librarians delight to honor as our spiritual forbears, a technique and a science as well as a philosophy of bibliography? Of this philosophy we hear much. Benedict, Alcuin and Bede are echoed by many others, even in our current library literature, where librarians turn to prophecy and predict a new renaissance for the book-collector nation<sup>1</sup>.

The mechanics of circulation among the monkish patrons are for us more edifying than suggestive. We read in the Rule of Saint Benedict, that at the beginning of Lent, his spiritual family was to be gathered together, each one to receive the tome which should be his food for thought for the coming year and to give an account of his stewardship of the book lent to him for the year just past. These books were to be read "right through" without dalliance or haste and the yearly meeting must have been an interesting sort of community book review, as each must be ready to give to his brothers the substance of what he had read.

Of the inner organization and arrangements of these depositories we know much less and must gather our information bit by bit from the inventory catalogs which remain, and from occasional lists of regulations found in monastic manuals prescribing their care. One such set of rules was published in 1458, a German translation of an original Latin manuscript written in 1259 at the convent of St. Claire in Nuremberg. Among other details it prescribes that there shall be only one key, to be in the custody of the librarian, the hours of opening and closing shall be laid down by the Mother Abbess, that German books should be separated from those in Latin, a bilingual catalog being made in Latin and German, listing both by author and subject, and that books should be carefully shelved and labeled according to a carefully outlined plan of case marks.

Of classification as we should today define it we find only the most rudimentary indications, though order for its own gracious sake we find early and often, as we should expect. That almost without exception the extant catalogs of medieval libraries are arranged in systematic order is in itself indicative of a consensus of regard for logical grouping. From these catalogs of which we have no small number<sup>2</sup> we may distinguish three various sorts of books, whose care and

<sup>1</sup>Borden, A. K. Libraries and cultural renaissance, Lib. Quar. IV:28-35.



treatment were determined fairly consistently by their use. They correspond as well in a general way with the chronological periods of the development of these libraries, which began their earliest accumulation as mere depositories and places of safe-keeping for official records and the precious books for the divine office and the sacraments, and came to be the storehouses of the piety and wisdom of their clerical proprietors.

Any consideration of the economy of these libraries should first recognize their special character. They were brought together for the use of busy men, whose first concern was the duties of their clerical profession, so that all other materials were included in their holdings for their contribution to the institutions' primary end. Thus it is remarkable rather that there was in them so much of science, art and history than that there was so little.

The primary sort of books found in these libraries were the official records of the parish, convent or see, with those used for the recitation of the divine office and the administration of the sacraments. The much larger group of discursive treatises was divided by a fundamental distinction made by all libraries, that between theological or religious books and those of a secular nature. This demarkation has continued to be made down to modern times in libraries of an analogous character.

While the typical medieval library did not supersede its classic forerunners until after the fall of the Roman empire, its own immediate ancestors, the cathedral and catechetical school libraries of the early Christians began their growth with the first writings of the apostolic missionaries. The Assemani trace the origin of the library of the Vatican to the deposit of the Gospel of Saint Mark, which was written at the behest of Saint Peter for the edification of the Roman Christians and presented to them<sup>3</sup>. The Gospel narratives and their non-canonical counterparts and supplements, with the pastoral epistles of Paul and his associates were treasures of a peculiarly ecclesiastical character and were kept within the church edifice.

As the liturgy of the Eucharistic Sacrifice began to crystallize and to be written down for the teaching of neophytes, these service books also found their place most suitably in the churches as an integral part of the tools of worship<sup>4</sup>. This way of regarding books is common without exception in Europe until the time of the Reformation. The fact that during this time no other books were available for general use marked

these collections as of particular importance. The vital records of the parishes and the poor records, were also found in the churches, doubtless in the sacristies.

Cupboards or presses (*armaria*) were placed in the sacristy or even in the sanctuary to hold these manuscripts. Not infrequently these were under the episcopal chair. A puzzling arrangement of the apse of several of the most ancient basilicas by which they were divided into three hemicycles has recently been explained as follows. The first or center of the recesses covered the episcopal chair, the one on the right contained the sacred vessels, vestments, etc., and the third sheltered the holy books<sup>5</sup>. A similar arrangement would seem to have suggested the passage of Thomas à Kempis, in which he speaks of "two tables set on either side in the store-house of Thy holy Church. One is the table of the Holy Altar . . . the other is that of the Divine Law, containing holy doctrines (and) teaching a right faith."<sup>6</sup>

This usage is also reflected in the custom of recording books among the inventory of the treasures of the churches which obtained throughout the middle ages. The catalog of the Vatican library published in 1925 is of this type<sup>7</sup>. So common were cathedral and church libraries of this kind that Saint Jerome in the fifth century appeals to them in support of his assertions as though they were of universal availability<sup>8</sup>.

<sup>5</sup>Morgan, Alfred, *Monastic libraries* (in the Library Association Record, 15 Je '04, 6:290-297).

<sup>6</sup>Thomas à Kempis, *The following of Christ*, 4:11, 4.

<sup>7</sup>Sayle, op. cit.

<sup>8</sup>Catholic encyclopedia, 9:228.

(To Be Continued)

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## NEWS FROM THE FIELD

Sister Cecil of St. Catherine's Library School, who is now pursuing a fellowship at the University of Chicago, recently gave a talk to the children's librarians of Cincinnati on "A Modern Juvenile Library."

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Catholic librarians the world over have lost a good friend in the death of Thomas Baker, the famous London book dealer. Mr. Baker reached the age of eighty-three, having spent the greater part of his life catering to the needs of Catholic libraries.

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Along with Marie K. Lawrence the following are also enrolled in Library Science at the University of Michigan: Rev. William Faber, O.F.M., Duns Scotus College, Detroit; Rev. Frank A. Mullin, Columbia College, Dubuque, and Sister M. Denise, O.S.B., College of St. Scholastica, Duluth.

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William T. O'Rourke, Assistant Librarian of Holy Cross College, Worcester, Mass., is doing the reviews of library periodicals for the *Survey of Catholic Literature*.

<sup>2</sup>Akademie der wissenschaften in Wien, *Mittelalterliche bibliothekskataloge*, Wien, 1915, I, 161-261; and Bayerische akademie der wissenschaften in München, *Mittelalterliche bibliothekskataloge Deutschlands und der Schweiz*, München, 1918, II 179-220.

<sup>3</sup>Sayle, *The Vatican library* (in the Library, N-D, 1894, 6:327-343; 371-385).

<sup>4</sup>Morgan, Alfred, *Monastic libraries* (in The Library Association Record, 15 Je '04, 6:290-297; and Catholic encyclopedia, v. 9, p. 228).